



Tailored Learning @ WSS

Karina Van De Wiel
Director of Teaching and Learning



Pathways is a supportive program for years 10 and 11 students that may not meet the requirements for tailored learning or not all mainstream supports have been exhausted. Students in this program can still focus on SACE completion in a smaller class size and more supportive nature. Some students within this program don't want to achieve their SACE and will focus on a work ready pathway. The curriculum focuses on targeted literacy and numeracy work and pathway readiness support.

Pathways						
Block		Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00am - 10:20am			Staff PD (8:30 - 10:15)		Line 5
Home Group	10:20am - 10:30am	Home Group	Movement (10:20am - 10:35am)		Home Group	
Movement	10:30am - 10:45am	Movement			Movement	
2	10:45am - 12:05pm		Home Group (10:35am - 12:05pm)	Home Group (11:50am - 12:05pm)		
Lunch	12:05pm - 12:35pm	Lunch		Lunch (12:05pm - 12:35pm)	Lunch	
3	12:35pm - 1:55pm				Line 4	Line 2
Movement	1:55pm - 2:10pm	Movement				
4	2:10pm - 3:30pm	Line 2	Line 5			Line 4

Ready to Learn is an intervention program that supports students in developing the literacy, numeracy and personal / social skills needed to succeed in school. It helps young people build positive attitudes toward learning, emotional regulation, and peer interactions. Students attend three learning blocks per week and participate in literacy, numeracy and personal / social lessons, working towards individualised goals. Goals are set in collaboration with each young person and are based on diagnostic assessment data and observations.

Ready to Learn						
Block		Monday	Tuesday	Wednesday	Thursday	Friday
1	10:00am - 10:20am		Line 6	Staff PD (8:30 - 10:15)	Line 2	
Home Group	10:20am - 10:30am	Home Group	Movement (10:20am - 10:35am)		Home Group	
Movement	10:30am - 10:45am	Movement			Movement	
2	10:45am - 12:05pm		Home Group (10:35am - 12:05pm)	Home Group (11:50am - 12:05pm)	Line 1	
Lunch	12:05pm - 12:35pm	Lunch		Lunch (12:05pm - 12:35pm)	Lunch	
3	12:35pm - 1:55pm	Line 1	Line 3		Line 4	Line 2
Movement	1:55pm - 2:10pm	Movement				
4	2:10pm - 3:30pm	Line 2	Line 5	Line 6	Line 3	Line 4

WAVE at Wirreanda Secondary School is a specialised program that fosters relationships with young people to enable individualised growth. WAVE is an inclusive community which facilitates personalised success using a holistic approach. WAVE provides multiple entry and exit points for students to access the curriculum through a tailored approach.

Before

- B3 and B1 leadership
- 1 fulltime teacher and .6 teacher
- 114 students years 10-13
- Admin support
- 5 RASA CMs
- 1 senior RASA CM
- All WAVE no mainstream
- Little external students

After

- B2 and B3 (across site) leadership
- No full time teachers, multiple teaching across site.
- 163 students
- 3 DECD CMs
- 5 Workskil CMs (1.5 offsite)
- Full Time classroom support
- Different hybrid models for students.
- Some external students at our offsite location

B3	B2	Case Managers	Teachers
<ul style="list-style-type: none"> - Oversight of budget - Oversight of timetabling - Teaching and Learning - Reporting and assessing - Subject counselling 	<ul style="list-style-type: none"> - Day to day management of all staff - Supporting case managers and tracking and monitoring students - Management of all SACE - Oversight of programs - Positive behaviours for learning - SEE procedures - Positive celebrations 	<ul style="list-style-type: none"> - Management of their caseload - Subject and timetable changes - SACE tracking with B2 - Ensuring up to day plans for students (site safety etc) - Wellbeing and regulation support - Programs - Attendance follow up - Supporting student culture 	<ul style="list-style-type: none"> - Teaching and learning within their subjects - Tracking and monitoring reporting to B3 and B2 - Attendance follow up - Flexible design of the curriculum

Roles and Responsibilities



We also have other programs that feed into this.

Ready to Learn (7, 8 and 9)

- About 30 students

Pathways (10 and 11)

- About 20 students

GOALS – Which core elements are you focusing on? Choose 1 or more goals.

What do we want to change?	What changes will we expect to see?	How will we monitor our progress?
Quality Assurance and Guidance <i>Schools have developed clear and effective internal processes for Tailored Learning</i> We would like to change the clarity and transparency of the Tailored Learning referral process for students into 2026	<ul style="list-style-type: none"> - Clearly documented process - Sharing of the process at a whole school level 	Success will look like <ul style="list-style-type: none"> - Completed process documentation - Documented communication about the process - Staff engaging with the process appropriately
Quality Assurance and Guidance <i>Attendance data is accurately recorded and reported, with appropriate follow up</i> We would like to strengthen attendance follow up within Tailored Learning, connecting the work of teachers and case managers	<ul style="list-style-type: none"> - Clearly documented procedure - Procedure reflected within whole school attendance documentation - Sharing of the process to all Tailored Learning staff 	Success will look like <ul style="list-style-type: none"> - Teachers and case managers working together to manage attendance - Systems put in place to ensure the attendance procedure can be implemented successfully

- Attendance has always been a challenge especially when staff changeover occurs.
- Attendance is strengthened by a wrap around approach.
- Referral process has been strengthened with the tool and upskilling across the site about the purpose of tailored learning.
- Aligning to whole school subject counselling processes.

Mainstream

- Student X was struggling in mainstream due to multiple barriers outside of school, domestic violence, intervention orders and mental health.
- Language disability
- Struggling to regulate emotions
- Struggling to attend
- Grades were decreasing and work output was flagged by teachers. SACE was at risk.

WAVE connected

- Started with just a CM and mainstream subjects, Now subjects are half and half.
- SACE is now on track.
- Better environment to support regulation
- Wellbeing check ins occur every day.
- Is a WAVE school captain and advocates for all students across the site and is a leader.
- Social skills and confidence has been developed which is depicted through the ability to positive relationships with a range of staff in WAVE and mainstream.

- We have had a lot of barriers along the way and still do day to day.
- Pathways and Ready to learn programs are site funded and cost a lot to run.
- Finding the right teachers, ancillary staff, case managers and leadership for the spaces as they are very specialised.
- Keeping consistent people in the space as burnout is common.
- Stereotyping of these students.
- Inclusion in mainstream processes and events.
- Fair and equitable access to education, this is hard when WAVE is limited to subjects.
- Ensuring that all mainstream supports have been exhausted before referring to WAVE.
- Site wide understand of Tailored learning.
- Sourcing an offsite place and the maintenance of this space.



Questions?

